

Old

C-12

Journal - Office of Legislative Counsel
Tuesday - 12 September 1978

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6. (Internal Use Only - ME) LIAISON After several ✓ attempts, I finally reached Mr. Bob Old, on the Senate Armed Services Committee staff, on his request for any information CIA could locate on speeches by Fidel Castro wherein he mentions Senator John Tower (R., Texas) by name. I read to Mr. Old an excerpt from a speech given by Premier Fidel Castro on 24 November 1963 alleging that Lee Harvey Oswald obtained money for his return to the U.S. by appealing to Senator Tower. Mr. Old thanked me very much for all our research efforts and asked that a copy of the excerpt be sent to him. This is being sent today.

OLC: 78-5173



CENTRAL INTELLIGENCE AGENCY

Office of Legislative Counsel

Washington, D. C. 20505

Telephone: [redacted]

12 September 1978

STAT

TO: Mr. Bob Old
Committee on Armed Services
United States Senate
224 Russell Senate Office Building

Dear Mr. Old:

Per our telephone conversation today, enclosed is an excerpt from a speech given by Fidel Castro on 24 November 1963 mentioning Senator John Tower by name.

If I can be of any further help, please call me on [redacted]

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Enclosure

C U B A

26 November 1963

Speeches



25X

CASTRO ON DEATH OF PRESIDENT KENNEDY

Havana Domestic Radio and Television in Spanish 0156 GMT 24 November 1963--F

(Live Radio and Television Speech by Fidel Castro on Current Topics)

(Text) (Editor's note: introduction by Luis Gomez Wanguemert: "A very good evening television viewers, Maj. Fidel Castro, prime minister of the Revolutionary Government and secretary general of United Party of the Socialist Revolution of Cuba /PURSC/ is going speak to the people over all the radio and television stations of the country to discuss current subjects. Maj. Fidel Castro will now speak to you.")

(Whenever an important event has taken place, national or international, we have believed it opportune to speak to the people to express our opinions on each one of those circumstances and to give the orientation of our government and of our party, and to let everyone know what attitude we must adopt toward each of those situations. It is true that we are somewhat accustomed to face always some type of unexpected event, important serious events, because since the victory of the revolution our country has had to confront a number of problems, a series of situations which have been tempering the nerves of the people to carry out their victorious revolution.

(That is why, because of the incidents which took place in the United States yesterday, which led to the assassination of the President of that country, because of the repercussions those events may have, and because of the role that the North American nation plays in the problems of international politics, we must make an especially objective and calm analysis of the events and their possible consequences.

The government of the United States, the previous administration, that of Eisenhower, as much as the Kennedy administration, did not practice a policy precisely friendly toward us. The policies of both administrations were characterized by their aggressive, hostile, and implacable spirit against our country. Our country was the victim of aggressions of an economic type with the purpose of provoking the ruin of our economy and bring hunger to our people. It was the victim of attacks of all types, attacks which cost us blood, and hundreds of our fellow citizens have lost their lives defending themselves from the attacks of Yankee imperialism.

Was there an understanding, was there a thought, was there a plot in the reactionary circles in which the so-called Kennedy's Cuban soft policy was fought, in which the policy connected with the cessation of nuclear tests was fought, in which the policy on civil rights was fought, in specific circles--civilian and military--in the most reactionary U.S. circles? Is it not possible that a plot against President Kennedy's life existed among these circles? How odd that President Kennedy is assassinated when there is unanimous concert of opinion on several aspects of this policy--a furious criticism against his policy. How odd. And this man, who now appears guilty, who was he, who is he?

Is he really guilty? Is he a scapegoat? Is he a psychopath, ill? That is, is he a sick man? He could be one or the other. Or is he perhaps a tool of the most reactionary U.S. circles; who is this man? Why did he go into action precisely when surrounding circumstances were least favorable for a leftwing fanatic to assassinate the U.S. President? They were the least favorable circumstances. And if the circumstances for an attempt at this assassination by the reactionary and the rightwing circles of the United States. (sentence as received)

Here is an item from the New York TIMES. The New York TIMES reports on Oswald and says that last July he made efforts to become a member of the so-called directorio--just see what the TIMES reports, the New York TIMES. It reports that last July he made efforts to become a member of the so-called directorio estudiantil de Cuba (Cuban student directorate), attempting to take part in the plan to overthrow the revolutionary regime of Fidel Castro in Cuba. Now it was no longer Castroites. Now, according to the New York TIMES, he had made moves to become a member of a counter-revolutionary organization to overthrow the Cuban revolution. The paper cites sources among Cuban refugees in New Orleans and Miami as its basis for this report. According to the report Oswald returned to the United States 18 months ago after two-and-a-half years in the Soviet Union, where he tried vainly to obtain Soviet citizenship.

Oswald returned, thanks to a loan of 435.71 dollars from the U.S. Government. He obtained it after having appealed to Republican Senator John G. Tower of Texas. That is, he comes back from the Soviet Union on money from the U.S. Government, thanks to the intercession of a Republican Senator from Texas. Oswald currently had a U.S. passport, which he obtained on grounds that he is a photographer and wanted to make a trip abroad in October, November, and December of this year, to visit the Soviet Union, Holland, Britain, France, (Finland?), Italy--very queer, isn't it?

Since he was arrested in Dallas as a suspect the U.S. radio and television have been stressing that Oswald is president of the Dallas chapter of the Fair Play for Cuba Committee. In this city, questioned about this point, Vincent Lee, executive secretary of the Fair Play for Cuba Committee, denied that Oswald was any such thing, and said that the organization has no chapter in Texas.

Bob Old, Minority Counsel, Senate Armed Services Committee interested in obtaining newspaper reports on speeches by Fidel Castro wherein he speaks against Senator John Tower, during Cuban Missile Crisis (or shortly thereafter). He spoke first with [redacted] ^{on 31 Aug 78} who transferred request to C&R Staff [redacted].

M. [redacted] made following checks:

- 1) Historical Intelligence Collection files - nothing indexed, did quick search, negative.
2. Library: NYTimes Index for 1962 and 1963 [redacted]
 - September 16, 1962 (Sunday Section IV, p. 10, Columns 1, 4 & 5)
 - July 12, 14 1963 (one reference to Senator Towers' comments that Russia had taken over command of all the military bases in Cuba, 14 July 63)
3. OCR [redacted]
 - [redacted] furnished info on 14 July NYT excerpt as stated above)
 - Also checked out radio broadcasts following speech by F. Castro on 26 July 1963...nothing pertinent.
 - Excerpt from NYTimes index of 11 Sep 62 -- mentions comments by Senator Tower...and Castro's reactions to U. S. Congressional demands for strong action against Cuba...DOES NOT MENTION SENATOR TOWER BY NAME.
 - Excerpt from speech by Fidel Castro on 11 September 1962 (issued by FBIS on 12 September 1962 - see page 10. Again, no specific mention of Senator Tower, but mentions "senators who proclaim the blockade..")
 - Excerpt from speech by Fidel Castro on 24 November 1963 (FBIS report dated 26 November 1963, page 24) Mentions Senator Tower by name, in connection with JFK assassina tion

JOURNAL ITEM, Tuesday, 5 September

(UNCLASSIFIED - ME) LIAISON On Thursday, 31 August

Mr. Bob Old, Minority Counsel, SASC, called to determine whether CIA had in its old files any newspaper articles/relating to the Cuban missile crisis. He was aware that the actual time of the missile crisis was October 1962; however, he felt the articles he was looking for, at the request of Senator John Tower, (R., Tex) were published in 1963. After several calls between OLC and Mr. Old, wherein he was given the little information that was surfaced, he gave me one more ^{specific} date to check out. It seems the Senator is interested in comments made against him by Fidel Castro during ~~the crisis~~ 1963 but concerning the missile crisis. I called today to pass the results of the latest search to Mr. Old, but he is away until Thursday and I left word with his office.

Typed

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Approved For Release 2004/05/21 : CIA-RDP81M00980R003200100014-1

Approved For Release 2004/05/21 : CIA-RDP81M00980R003200100014-1

HHHH 1

C U B A

12 September 1962

CASTRO ADDRESSES EDUCATION CONGRESS

Speeches



25X

Havana in Spanish to the Americas 0439 GMT 11 September 1962--E

(Live speech by Fidel Castro at the Chaplin Theater in Havana closing the Third National Congress of Municipal Education Councils)

(Text) Members of the diplomatic corps, distinguished visitors, comrades of the municipal councils of education, ladies and gentlemen: The work of this congress, its analyses, and its conclusion demonstrate the impressive work of the revolution in the field of education, and show that our revolution--in less than four years--can present an advance such as this, which indicates that the revolution goes well. A revolution, which on a front as basic as education has already attained so many successes, indicates that that revolution, our revolution, is building on solid foundations, very solid foundations.

The revolution is not a matter of days or of months; the revolution is not a matter of years. The revolution is a long process, and, because of that, the fruits of a revolution will not be seen in one day, or in one month, or in a few years. When the building of something is from the foundation up, the complete work is long in coming. At the beginning, nothing is seen but foundation, and in such fashion, the revolution during the first years also builds its foundations and it advances constantly, working by steps in a firm and tenacious manner. That is why the hardest years, the most difficult years of all revolutions, the years in which the fortitude of the revolutionaries and of the people is truly put to the test, are the first years, when everything must be built from practically nothing. It is clear that as years pass, more fruits of those efforts will be seen and, above all, will be seen more clearly, because the question that must be asked is: What is the revolution doing, what is the revolution doing in each work sector?

If, for example, in this same sector of education we ask ourselves what it is that the revolution does, what is it that the revolution is doing, we can already demonstrate a great work, and extraordinary revolutionary work which does not have a precedent in our country, which does not have a precedent in any country of America. With respect to this, all that had been done in educational matters throughout the history of Cuba cannot compare, and this is a reason for encouragement for the revolutionaries and a reason for discouragement for the reactionaries--for those who are sunk in the mire of their moral poverty, their selfishness, their lack of faith, and their contempt for the masses, are incapable of seeing.

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CUBA

12 September 1962

However, figures talk. When the revolution came to power on 1 January 1959, (applause) in our country more than 500,000 lacked classrooms and teachers. The number of illiterates reached almost a million persons. The total number of classrooms which had been built during 57 years were about 15,000. The number of students entering the first grade was about 185,000. The number of secondary education students was about 120,000. In Cuba, an approximate total of 750,000 persons studied in all the educational centers; in addition, as it is already known, the principal opportunities for an education were not for the most humble children.

In any case, the peasant child could go to primary school if there was a primary teacher available. No humble youth of any sugar central or small town could go to secondary schools; only those youths who lived in a town with a center of higher education could attend. It is known that a great section of those youths lacked the means to go to these schools. They had to go to work to help their families. All in all, the access to the centers of higher learning and to the university was very difficult for the most humble youth--that is to say, the immense majority of our youth. The budget for education came to barely 100 million pesos; some 10,000 teachers--10,000 teachers--were unemployed. That was the situation the revolution found.

What advances, what achievements can the revolution present today? In the first place, the number of students matriculated in primary schools rose from 650,000 to 1.2 million; the number of classrooms, from 15,000 to nearly 30,000; illiteracy was virtually erased, and hundreds of thousands of adults learned to read and write; the number of secondary students rose from 120,000 to 250,000; the number of first grade students rose from 185,000 to 450,000. And that is not all. One must count not only the children who are studying; you must also count the adults who are studying and who were not studying in the past. In the followup schools there are 450,000 adults matriculated; there are nearly 100,000 adults matriculated in the worker improvement schools; and in the night schools there are more than 50,000 adults studying.

This means that the number of persons studying in Cuba since the triumph of the revolution has risen from 750,000 to 2 million. (Applause) Two million persons, including children, youths, and adults, are presently studying in our country. That does not include some other types of schools which are not secondary, preuniversity, technological, university, followup, improvement, or primary.

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CJRA

12 September 1962

We must add the schools of minimum technical training which are presently in operation; we must add the people's schools, that is, those schools which are being organized and in which workers are studying, receiving training, learning new things because of the mechanization and the technological advance of some industries that were very backward in our country. These industries employed a large number of persons, but when they are modernized, they will need fewer workers.

What is happening in our country? The workers will not lose their jobs as happens, for example, in the United States. In our country, those workers continue to get paid; they continue to receive from society remuneration and are sent to study. That is to say, while they are getting paid, they are studying and obtaining technical training to be employed again in industry. In other places those workers are thrown into the streets and lose their employment. In our country those workers are paid by society and are training in another job that is even more efficient and more useful to the country. (Applause)

We must add the revolutionary instruction schools, which tens of thousands of workers attend, and which allows the statement that more than 2 million persons are studying one thing or another. Add to this the fact that 65,000 youths from poor families are getting the opportunity to study in schools of higher learning with all expenses paid--food, housing, clothing, shoes, medicine (applause)--without any restrictions. All this has resulted in an extraordinary interest in study. It is difficult today to find in our country a citizen who does not want to study, who does not feel the need to study. An extraordinary spirit of collective improvement has been created, a real interest in study. Conditions are being created in which the indifferent person, the person who is completely unaffected by this extraordinary unrest of our people is left behind. Moreover, year after year, the number of students will increase. Additional hundreds of thousands of children and youths, and hundreds of thousands of others will be entering studies. Our country, without any kind of doubt, has assumed the lead in America in this sense. (Applause)

We Cubans can say with pride that in the field of education we are leading America, with no exceptions. (Applause) Naturally that promises extraordinary fruits for our country in the future because the country that received the revolution was not like that; the conditions the revolution found were not those; they were quite different. A progressing educational movement like this was not found; the revolution created that movement. Of course, under the previous conditions the number of university technicians and technicians in general was insufficient.

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It was sufficient for that rickety and ruinous economic regime, because that miserable regime had very few technicians and enjoyed the luxury of not using all of them. Naturally there will never again be too many technicians in our country because no matter how many we train, we will always need more. That regime of the past was one of infinite and permanent poverty. On the other hand, the present regime is one in which the road to infinite progress is being paved.

What are the limits to the aspirations of the people? There are no limits. The more trained our people are, the further they will go. And it will never be said that they are satisfied. Never again will there be a shortage of teachers, doctors, engineers, or technicians because we will always need more.

Even if our country in coming years produces hundreds of thousands of technicians it will have to train more, because the aspirations of our country for progress will never be stopped again and we will never be able to say: "We will have too many technicians." When we have 10 or 20 times more than now, we will continue to need more because as the technical ability of our country is developed, the material progress will also develop; as culture develops in our country, the general welfare of all our people will progress.

Those are the circumstances that distinguish the present and the past; that is what the revolution signifies. If you refer to the field of public health, on which an international congress has just been held, it is sad, truly sad to see the state of health in all the countries of Latin America. And the achievements of our revolution in that field are really incomparable. They cannot be compared--that is to say, what exists in other countries cannot compare with that of our country, everything that the revolution has done in that field, the victories it has obtained, and so forth.

Of course, this movement does not stop. This very congress signifies the establishment of a series of new goals, of new tasks. It is clear what this great educational movement has had to do surrounded by difficulties--the lack of teachers and professors. But that problem will not exist in the future because of the effort being made to train educational groups--professors and teachers. And the revolution has given extraordinary and special importance to the training of teachers and professors. It pays more attention to the training of those educational groups than to any other thing because the revolution believes that education is basic to everything, to every revolutionary effort, and that the most important function of the revolution is to educate, that the most honorable and useful work of any citizen in our country is to teach. That is why the revolution elevates the role of the teacher, the function of the teacher. Naturally, it also tries to elevate the subjective conditions of the teaching profession, the revolutionary

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spirit of the teachers, because we know how many vices plagued our education and how many weaknesses were suffered by our educational personnel as the result of the atmosphere in which they had to carry out their functions--the petty politics reigning in our country, the corruption, the privileges. That is why the revolution makes efforts, through the labor organizations and the mass organizations, to elevate the revolutionary spirit of the educational personnel while it trains new groups.

Well-known is the trouble encountered in resolving the problem of education in the mountains, inasmuch as that problem had not been solved in the previous conditions, and the efforts being made today to maintain education in the mountains, organizing for this purpose the brigade of vanguard teachers which we will need in the mountains until the legions of new teachers now in school are graduated. The teachers must take two series of studies, each of two years' duration, in addition to the year they must spend in the Sierra Maestra vocational school. In order not to bring the teachers out to teach with only the first series of studies, people's teachers are being prepared. It is preferable that we be patient and wait for the teachers to complete both series of studies so that they will be competent to teach up to the sixth grade. In that way we will have sixth grade teachers in the mountains.

Our goal in the mountains must be to bring students to the sixth grade and then choose the best students and send them to centers of higher learning. It is clear that the conditions in the rural areas, above all, the mountains, are much more difficult--the dispersion of the population makes it practically impossible to establish centers of higher learning. But the children must be brought to the sixth grade. Something that I have not said before is that not only was the number of children in school barely 50 percent of the total, but there was also a large number of children who were backward, who were in the first grades. From this arose the need to prepare speed-up courses for all those children, to bring them to the sixth grade. It was almost rare to find a sixth-grader in the rural areas.

The revolution is training large groups of teachers under new organizational conditions that are in contact with reality. This led to the organization of the Sierra Maestra vocational school, the Tope de Collante first-cycle school, the second first-cycle school, which will be organized in Havana; the second-cycle school, which will also be organized in our capital and which will be attended by students who have completed the first-cycle. From this school the graduated students will go into the mountains to begin their work. That is why it is important that, while those groups of teachers complete their studies, we keep the vanguard teachers in the mountains, and if there are not enough to go around, get more teachers.

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Of the 3,000 youths of the former schools of primary teachers who just graduated this year, we hope that a large number will join the brigades of vanguard teachers and go to the mountains to teach. If that is not enough, we will mobilize people's teachers. Within three years, the 1,800 who completed the first cycle in Tope de Collante will have graduated. Then will come the 1,900 who completed the course in Las Minas del Frio, and the 4,500 students who will enter the Sierra Maestra vocational school. (Applause) Some 4,500 scholarships were offered and 8,000 applications were received for study to be teachers, to enter the Mines del Frio vocational school in the Sierra Maestra mountains. Naturally, from now on, some 3,000 will graduate annually. But that is not all. We will have 8,000 studying here in the second-cycle school and in one first-cycle school. That constitutes an educational force that we can mobilize for followup courses, for night schools. That is to say, while they are still student teachers, we can mobilize them for any educational plan and combine their studies with work. Meanwhile, the human resources will be accumulating and will give the formidable educational movement more impetus.

This work of the revolution, as all revolutionary work which we can proclaim with real satisfaction, has been carried out under difficult conditions amid a revolutionary process and amid aggression, hostilities, the action of reactionary elements, and the action of imperialism. What do they want to offer us? What can they offer us? To exchange the work of today for all that garbage of the past? (Laughter) With what justification? How can the enemies of our country, the enemies of our revolution, in view of deeds, real deeds which are engraved in the minds and hearts of every worthy man and woman of our country, in view of those deeds, what can they offer the peoples of America? In view of the facts, not in view of the lies, the propaganda tricks, the wornout arguments of the reactionaries, who today, as in all revolutionary moments of history, have tried to defend their rotten, antisocial, antihistoric, antipopular interests against the revolutions, how can they conceal these realities? The realities of the revolution may be ignored; eyes may be shut to them; but their real existence cannot be suppressed by anyone. They are facts.

In the face of the situation existing all over the continent--which can never be compared with the imposing victories of our revolution--it has been possible to score many successes in the midst of tenacious persecution, incessant hostility, economic aggression, military attacks, and the threats which have hung over our heads from the very first day. With what justification can the imperialists attempt to destroy this work of progress and advances, and not simply of progress and advances, but rather heroic progress under the imperialists' word of Damocles, heroic advances in the face of all their strength, in the face of all their resources.

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It must be said and emphasized that all this has been done, and that it was done despite the fact that a large reactionary power--Yankee imperialism--has been trying to prevent it and has wanted to prevent it.

It cannot be said that the imperialists wanted to only partially stop the work of the revolution and our people. They wanted to stop it completely. They wanted to stop it with all their strength. They wanted to stop it with all their resources. And they were not able to stop it.

Amid those difficulties, our country has advanced, and it presents itself to the world with today's work, with its present achievements, and, above all, with the hopes of what it intends to do. What does the revolution need? What do our people need? Peace! What do our people want? Peace, work, progress. Our people need this peace. They have much to do. They have much work to do in order to overcome the poverty left us. They must struggle much to achieve the living standard they want, to exploit their extraordinary natural resources. Peace and security which we have not had, security that we have not had. If we have invested great energy and large resources in education and health and economy, the imperialists have forced us also to spend great resources on our security, on our defense--extraordinary resources of men and material to guarantee our defense, our security.

Never have we ceased living under these threats of sabotage, of infiltration, of indirect attacks, of threats of direct attacks. When the imperialist thought that the revolution could be destroyed by a simple press campaign and that with their reactionary press campaign they could subvert our people, or demoralize our people, they began these campaigns. And they failed. When they believed that economic aggression, the suppression of our sugar quota, and the embargo on the exportation of spare parts and raw materials would be sufficient to make the revolution collapse, they began their economic attacks. And they failed. When they believed that sabotage and subversion could destroy the revolution, they began sabotage and subversion. And they failed. When they believed that by organizing an invasion by mercenaries who would occupy a piece of Cuban territory and begin a war of destruction and attrition which would cost us hundreds of thousands of lives, they could destroy the revolution, they attacked and failed. They came for wool and went away shorn. (Applause)

With such weapons and by such means they had overthrown many governments--through coups d'etat, subversion, and mercenary invasions whose immediate predecessor was the invasion of Guatemala.

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It had been a similar action, but to their surprise, inexplicable to them, their coups d'etat failed one after the other. Their philosophy disintegrated. Their distorting, slandering, and insidious campaigns, the systematic lies fed to the people of the United States shattered in the face of one fact: that the all-powerful Yankees, the Pentagon, the CIA, Congress, the State Department, and the executive power of the United States cannot destroy this revolution, that the all-powerful imperialists cannot get rid of this revolution of a small country. How is it possible that this nation can resist? How is it possible that this revolution can stand firm--and not only resist and stand firm, but also receive strength, support, and sympathy from outside this small country, from all over the continent, and even from beyond the American continent. The mentality of the powerful and reactionary Yankee monopolies could not accept these things. How was all this possible--so many reverses, so many blows, so many failures?

And these blows taught them nothing. They did not teach them that they were pursuing a stupid policy toward our country. The useless results of their aggressions, of their hostility taught them nothing. They could not learn that the dignity of the Cuban people cannot be forced to surrender. Evidently they did not learn. It was difficult for them to learn. It was difficult for them to learn because never before in their history of piracy and freebooting as gendarmes and thugs in the hemisphere had they encountered a case like that of Cuba.

The current President of the United States had an opportunity to rectify matters. And when he took office, we expressed our people's hope that he would rectify the mistakes, that he would rectify policy. Could one expect, was it logical to expect rectification from the representative of the monopolies' regime?

Yes, it was logical; there was some logic in it, because an intelligent policy would have advised the president of a powerful country like the United States to make rectifications in the inglorious battle, in the policy of criminal, cowardly aggression that had been mapped against our country; and besides, it is not the part of an intelligent man to fight battles that will not be won; it was not the part of an intelligent man to take responsibility for a policy that had been the previous administration's policy and continue involved in a battle he was doomed to lose. The intelligent thing would have been to understand reality, not to underestimate our people, not to underestimate our revolution, and to understand that they were entangled in a battle they were not going to win, in a struggle they were going to lose.

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If they became involved in it and are losing it, the blame is not ours, it is theirs. If they continued with their erroneous policy--and that policy meant a serious setback for the current President of the United States, has meant a serious discredit--the blame does not lie with us; it is their fault. They wanted to destroy us, and we have done nothing but defend ourselves and not let ourselves be destroyed. (Applause) That policy is their fault.

It is their fault for having become involved against us in an inglorious battle that they have not won and never will win. (Applause) And when the leaders of a mighty country like the United States become entangled in a battle against a small country like ours, but one they never could have defeated, it is logical that they should pay in discredit the price of their stupid policy. They used every procedure, and they were mistaken; they failed.

Now, as they understand that it becomes steadily more impossible to crush our revolution, they become more desperate and more furious. Discuss, use logic--do the imperialists perchance display logic in their arguments? Do the imperialists perchance use any argument that does not arise from their mentality as pirates and outlaws? Do the imperialists perchance know other reasons than force, threat, aggression?

With what reason, with what logic, can they defend their attitude toward Cuba to the world? How can they expect that, faced with a continuous policy of aggression and hostility, Cuba would not try to defend itself, Cuba would not defend itself, Cuba would not be prepared to defend itself to the last drop of blood, Cuba would not be ready to take whatever steps might be necessary to defend itself? (Applause) Or, faced with the enemies who wanted to destroy us, was our duty perhaps to lay our head on the block under the edge of the imperialist axe, and not defend ourselves, not take every necessary measure to defend ourselves, measures guaranteeing what we need--peace and security for work, peace and security to fight for a better lot?

Where is the logic of the imperialists, those organizers of sabotage, subversion, cowardly and criminal attacks, and mercenary invasions, that they can then claim we did not have a right to defend ourselves? They speak in the name of their security. Aha! And does our security then not count? They have a right to security; and we have no right to our security? Their senators and their newspaper directors are constantly invoking the security of the United States, as if another nation, this nation located across the sea, this nation situated across the Florida straits, did not have a right to think of its security, did not have a right to see to its security.

12 September 1962

And they talk about our being a danger to their security, as if we had no right to talk about their being a danger to our security. (Applause) They proclaim their right to take every measure tending to their security; do we perhaps not have the same right to take every measure that tends to our security? They say we are a danger 90 miles away; and why should we not say that they are a danger 90 miles from us? (Applause)

But we cannot proclaim any right to invade that country because it is a threat to us. We would be mad or stupid to propose invasion of that country from the threat it constitutes. We say this, thinking of logic, or the law, of the norms regulating relations between countries regardless of size and power. Nevertheless, there they do not consider them mad, they do not restrain or send to a mental institution any of those men who talk, proclaim, and urge an invasion of our country in the name of U.S. security. And they take it as the most natural thing in the world when it is due only to the state of being a powerful country, to the philosophy of force, to the spirit of killers, of bandits, pirates, and filibusteres who inspire the public men of that country. (Applause)

They do not send any of these senators who proclaim the blockade--an act of war--to prison; naval and air blockade by force is an act of war. They should but do not send to the mental institutions, which exist there or should exist there, any of the men who are urging the military invasion of our country. Even though they do not believe it, even if they do not see it, even if they pretend not to see it, what they proclaim is an absurdity, nonsense, madness. What is more, proclaiming an attack on Cuba has become a demagogic slogan of the politicians on the eve of the elections. The statements made in the U.S. Congress give an idea of the imbalance in that country, the irresponsibility of the public men of that country, men who play with war, play with fire, and expose our country, their own people, and the entire world to the consequences of the most absurd proposals. That is to say, their irresponsibility has reached such a point that they have turned the question of Cuba into an instrument of internal politics in the United States, to confuse their poor people even more. And they do not hesitate to bring the hysteria to unprecedented heights in testing all kinds of pressures for political purposes, in pressuring the present administration to launch an attack against our country.

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12 September 1962

They have spoken in a language we do not understand. They have used a tongue we will never understand, the language of threat, force, blackmail. They say that we constitute a threat of aggression. They speak nonsense, because we will not be a threat of aggression against anyone. It is simply ridiculous, absurd. They speak as if they were the bosses of the world, as if they were the lords and masters of this continent, as if they could lay down rules for our conduct. That language, Mr. Leaders of the United States, we do not understand. (Applause) The steps our country takes in exercising its legitimate and unrestricted sovereignty do not require instructions from Washington, or warnings, or orders. Our country has taken and will take as many steps as necessary, within the rights guaranteed by international law and by the use of its prerogative as a sovereign nation, to guarantee its security against the threats of imperialist aggression.

We no longer have to bother ourselves proving the aggressive intentions of Yankee imperialism because it is not necessary to prove it. It is enough to read the Yankee press itself; it is enough to read the U.S. news agency reports, and the speeches of its senators to prove to the entire world the aggressive intention of the imperialists. They no longer deny their aggressive intentions. No! They proclaim them to the world publicly!

What do they want? That we do not defend ourselves? What do they want? That we do not do what is necessary to defend ourselves, to guarantee our security? If that is what they pretend, they propose the absurd, the impossible. We, our people, were not born with the soul of a slave or a coward! (Applause) Our people are the legitimate descendents of the mambizes who did not hesitate in opposing the powerful Spanish empire.

Our people have never in history hesitated to face up to the greatest difficulties, the greatest dangers. The people and the men who did not hesitate yesterday, when they were defenseless, to oppose the powerful armies of the Batista tyranny; the people who did not measure the obstacles of the dangers or the power of the enemy, resolutely opposed them and victoriously carried out their just struggle. Our people did not hesitate to face up to the difficulties presented by an aggressive and hostile attitude of a government as powerful as the U.S. Government. They are mistaken if they think that they will impress us with their threats. They are mistaken if they think that we resign ourselves to the role of tame cattle. They are mistaken and we sincerely do not want them to be mistaken.

CUBA
12 September 1962

They were mistaken--up to there--every time. Their mistakes led to increasingly bad consequences for them. Every step they took against us failed and we do not want them to take that desperate and stupid step of invading us. The image of the shark and the sardines no longer holds true here. (Applause) We no longer are sardines. (Applause) Let the shark not make a mistake. Let the shark not make a mistake because, perhaps, that mistake might be its last mistake. (Prolonged and rhythmic applause and chanting of "Cuba si, Yanquis no," and "Fidel, seguro, al Yanqui da le duro" meaning: Hit them hard, Fidel--Ed.).

If they attack our country they will not be able to find the slightest legal or moral justification for their action other than the law of brute force. Their actions would in no way differ from those of Hitler when he attacked Poland in 1939. The invasion of Cuba by U.S. military forces would place the imperialists outside international law as common violators of the rights of nations, as genocides, and as such they would deserve to be wiped off the face of the earth.

As we have said on the other occasions, we do not want the imperialists to commit suicide at our expense. In all sincerity, we proclaim our desire to live in peace. We declare that we hope common sense, and the most elementary common sense, will precede the actions of those who hold the fate of that country in their hands. However, as their threatening words against us deserve a reply, our reply to the threats of the U.S. Government and to the hysterical exhortations by its senators for an attack upon our country is this: We the leaders of this revolution are prepared to die with our people. We shall not retreat. We shall not hesitate. We shall stand firm. And we are in a position to proclaim calmly, that we are prepared to die at our posts. However, what we do not know is whether the U.S. Government, whether the generals of the Pentagon, whether those senators who declare war upon our country are also prepared to die. Fatherland or Death, We Shall Win.

Station Comment

Havana Friendly Voice of Cuba in English 1700 GMT 11 September 1962--F

(Excerpt) Prime Minister Fidel Castro made a very important speech last night. Was its purpose to educate the Cubans to prepare themselves for bloody battle? If it was, it would have to be filled with panic and provocative excitement, but this important speech the Prime Minister gave was at the third national congress of the municipal councils of education and its purpose was to get the cooperation on all the mass organizations, labor unions, women's federations, youth groups, and student bodies, to become active partners in the vast scheme of education that the government is developing. This too, is like a council of war. It too, is part of the mobilization that President Dorticos is talking about when he says "our reserves are all our people."

Sept. 7. Attendance was normal in both schools Sept. 10.

A petition accusing the Englewood board of education of maintaining a separate school without equal educational opportunities for Negro children was filed by the NAACP Sept. 8 with the New Jersey Commissioner of Education.

Englewood Mayor Austin N. Volk announced Sept. 9 that the results of a poll on various plans for desegregating the Lincoln School indicated "that our citizens feel that Englewood is a well-integrated community . . . and they want a cautious approach to any changes in pupil assignment procedures." Volk said: Questionnaires were mailed to 7,800 households, and replies were received from 3,577; the results were 5-1 in favor of preserving the current neighborhood school policy and 20-1 against some plans for correcting racial imbalance.

N.J. Gov. Richard J. Hughes urged the Englewood board Sept. 6 to present a plan for "reasonable desegregation" soon. He said: "I am rather sure that the courts would eventually rule that the present racial imbalance in Englewood schools was depriving Negro youngsters there of equality of education." [See pp. 284C3-285B1]

Alabama Vote Suit. A suit seeking to halt racial discrimination in voter registration in Perry County, Ala. was filed by the Justice Department in U.S. district court in Mobile Aug. 27. The state of Alabama and county vote officials were named as defendants. The suit asserted that out of about 5,202 Negroes and 3,441 white persons of voting age in the county, 3,100 whites and only 257 Negroes were registered to vote. [See p. 198C-D3]

Birmingham Police Indicted. A federal grand jury in Birmingham, Ala. was revealed Aug. 29 to have indicted 3 white Birmingham policemen on charges brought under a Reconstruction-era statute barring acts "under color of law" to abridge a person's civil rights.

One indictment charged that 2 officers, Donald P. Jones and William Doyle King, had broken into the home of Phillip Travis Sr., a Negro, without a warrant, had shot Travis in the thigh, had struck his sons Kennon and Phillip Jr. on their heads with a gun and had beaten Kennon in a police car.

The 3d policeman, John F. Edmonds, was charged with attacking Marcus Harold Nelson, a white who had been arrested following an auto accident.

The Travis incident was one of 7 alleged police brutality cases in which affidavits had been collected by Birmingham's 2-year-old Inter-Citizens Committee, a group formed to fight racial oppression. The statements were compiled by the Rev. C. Herbert Oliver, 37, Negro minister and secretary of the committee. [See pp. 94G1, 134F-G3]

Ku Klux Klan. Crosses were burned by the Ku Klux Klan in at least 14 north Louisiana towns and at the capitol in Baton Rouge Sept. 1 in protest against racial integration efforts. A Klan spokesman said later: "We want everyone to know that the Ku Klux Klan have reactivated in Louisiana."

Another cross was burned at a Klan rally 7 miles southwest of Albany, Ga. Sept. 3. Speakers at the rally, attended by about 3,000 persons from Georgia, Alabama and Florida, included Robert M. Shelton of Tuscaloosa, Ala., an Imperial Wizard of the United Klans of America, Knights of the Ku Klux Klan, Inc., and Calvin F. Craig of Atlanta, Grand Dragon of the KKK's Georgia Realm.

Shooting incidents by unidentified nightriders in Georgia were reported near Leesburg Aug. 31 and in Dawson Sept. 5. No one was injured in the first

incident although 4 rural homes of Negroes active in a voter-registration campaign were struck by rifle fire. In the Dawson incident, 3 shotgun blasts were fired into a Negro's home where 7 voter-registration workers, members of the Student Nonviolent Coordinating Committee, were staying. One of the students, John Chatfield, 20, a white, was hit by 2 pellets in the arm. 2 others, Prathia Hall, 22, a Negro, and Christopher Allen, 19, a white student from Oxford, England, reported being grazed by buckshot. The integrationists reported that 4 hours prior to the attack 4 of them had been chased out of Sasser by policeman D. E. Short, who, they said, had threatened them and had shot at their ear twice. [See p. 13E2]

2 Negro churches near Sasser were destroyed by fires early Sept. 9. One had been used as the site for weekly voter registration rallies. A Leesburg church used for voter registration rallies had been razed by fire 3 weeks previously.

FOREIGN

Argentina

Congress Dissolved. The formal dissolution of Congress and the scheduling of presidential and congressional elections for Oct. 27, 1963 were decreed by Argentine Pres. José María Guido Sept. 6.

The decrees were among political and economic demands presented to Guido by the army, navy and air secretaries at a meeting held earlier Sept. 6. The military leaders reportedly had demanded that Guido exert greater pressure in repressing communism, Peronism and Castroism and the pro-Perón labor movement. On economic affairs, the military men were said to have asked that the government end its huge budget deficit and check the rising cost of living.

Congress actually had been in recess since its unofficial dissolution May 20. Guido had been ruling by decree since then. Congress' formal abolition permitted the president to assume full legislative power.

It was the 3d time a date had been set for national elections. Elections had been scheduled for Mar. 31, 1963 and then moved ahead to later that spring; under this schedule, it had been planned that the new president and Congress would be installed before the end of 1963. As of Sept. 6 it was planned that Guido would hand over the government to the newly-elected president and Congress May 1, 1964. [See p. 165G2]

Lanús Defense Minister. Adolfo Lanús was appointed defense minister Aug. 29. He succeeded José L. Cantillo, who had resigned Aug. 14. [See p. 269G1]

Cuba

USSR Warns U.S. Vs. Attack. The Soviet government warned the U.S. Sept. 11 that any U.S. attack on Cuba or on Soviet ships carrying supplies to Cuba would result in nuclear war. The USSR also charged that Pres. Kennedy's request that Congress give him stand-by authority to order 150,000 military reservists to active duty was a "screen for aggressive plans" that would "inevitably lead to aggravating the international atmosphere." The Soviet warning was made in a lengthy statement issued by Tass.

The Soviet statement said:

U.S. "imperialists have been alarmed by the failure of the . . . [U.S.] economic blockade . . . to strangle the Cuban people, to make them their satellite, to wipe out the achievement of the [Cuban] revolution"; the USSR and other Communist nations "stretched out a hand of assistance to the Cuban people" to counteract "imperialist provocations and threats"; the U.S. was "so much frightened" of the Soviet revolution "that it seems to you some horrors are supposedly moving to Cuba when potatoes or oil, tractors . . . and other farming and industrial machinery" were shipped to Cuba; "we can say to these people that these are our ships, and what we carry in them is no business of theirs"; the USSR was shipping to Cuba on Cuban request "a certain amount of armaments" "designed exclusively for defensive purposes"; the USSR also was sending Cuba "military specialists and technicians" "because up-to-date weapons now call for high skill and much knowledge"; "the number of Soviet military specialists sent to Cuba is in no way to be compared to the number of workers in agriculture and industry sent there"; there was "no need for the Soviet Union to shift its weapons for the repulsion of aggression, . . . to any other country, for instance Cuba," because "our nuclear weapons are so powerful" and the USSR "has so powerful rockets" to deliver them "that there is no need to search for sites for them" outside the USSR; "if the aggressor makes an attack on one state or another and this state asks for assistance, the Soviet Union has the possibility to render assistance to any peace-loving state and not only to Cuba"; "let no one doubt that the Soviet Union will render such assistance"; the U.S. should, as "a kind gesture," reestablish diplomatic and trade relations with Cuba in order to help relax "international tension" and strengthen "world peace."

U.S. State Secy. Dean Rusk, commenting on the Soviet warning, said Sept. 11: "We are not nervous or afraid. We'll proceed as we find it necessary."

U.S. Congressional response: Senate Democratic leader Mike Mansfield (Mont.)—The Russian statement was "sheer propaganda", "we will determine for ourselves what our foreign policy will be; we do not need or want any gratuitous advice . . . from the Soviet Union." Sen. John G. Tower (R., Tex.)—The U.S. "policy on Cuba and the USSR was one of 'massive appeasement'; "the consensus of expert opinion was that Khrushchev would not initiate a thermonuclear war to save Cuban communism." Sen. Hubert H. Humphrey (D., Minn.)—"We must get tough with swaggering irresponsibles in these very halls of Congress who are willing to destroy the entire Alliance for Progress in order to make political capital in November."

Cuban Premier Fidel Castro declared Sept. 11 that U.S. Congressional demands for strong action against Cuba gave evidence that the U.S. was "playing with fire and with war." Warning the U.S. against invasion, Castro said: "We do not want imperialism to commit suicide on our coast. We proclaim with all sincerity our desire to live in peace [and we hope] good judgment and . . . common sense will govern the acts of those who have in their hands the destinies of that country. We shall stand firm. We can proclaim serenely that we are disposed to die at our posts, but we don't know if the [U.S.] and the generals of the Pentagon and those Senators who proclaim war against our country are also disposed to die. . . ."

Rusk had told 19 Latin American ambassadors in Washington Sept. 5 that the U.S. was determined to prevent the export of communism from Cuba. Rusk had called the meeting to explain the Sept. 4 statement in which Pres. Kennedy had expressed U.S. resolution to prevent Cuban aggression in view of Soviet military aid to the Castro régime. After the meeting Amb. Fernando